



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK-STUDY : GENESIS (PART II.)*

BY THE EDITOR.

I. GENERAL REMARKS.

1. If it were not for repeated testimony to the contrary, the writer would feel that these "Book-studies" have so large an element of sameness as to render their continuance undesirable. The general order of work must be largely the same. Minor modifications may, to be sure, be introduced; but after all, there cannot be a large amount of variation.

2. The favorable reception which the "Book-studies" have been granted is due simply and exclusively to the fact that many students have felt the need of that which the "Book-studies" aim to furnish, viz., *directions for study*. Those who are at heart students do not wish merely to be told that this or that is true. They prefer to investigate for themselves, to look on various sides of a question, to come to a deliberate and self-obtained conclusion. And the results of such work, however imperfect, are of infinitely more value than those of any other method.

3. The authorities recommended for the former "study" on Genesis are also to be consulted for this. But let care be taken *first* to study and master the Scripture account. Commentaries must occupy a secondary place.

4. He who would study literature and history must have *the historical spirit*. Without this, the work performed will be largely futile. What is the historical spirit? We shall not attempt to define it; but it includes, among other things, (1) an untiring industry in the searching out of details; (2) a desire to learn the relation of various events to each other; (3) a readiness to accept the truth when found, even if it seems opposed to opinions previously held.

II. DIRECTIONS.

1. *Read* Genesis XII.-L., noting, in the case of each chapter, its general thought, and connection with what precedes and follows.

2. *Prepare a list of chapter-topics* which will include the material of the entire section; study these topics until each at once suggests to the mind the details included under it, and until the *number* of the chapter suggests both the topic and the details.

3. *Analyze* this section: Select three or four, perhaps five, general subjects under which may be classified the various topics already prepared. *Make your own analysis*.

4. *Index* this section: Select the more important (*a*) persons, (*b*) events, (*c*) places, (*d*) objects; and connect with each, in the order narrated, the statements which relate to it.

5. Arrange, in the order of their occurrence, the principal events recorded in this section, and attach to each its proper date. Learn this list of dates.

* A "chapter-study" on Exodus xv. was promised for this number of THE STUDENT; but the necessity of treating Genesis in two "studies" requires the postponement of the "chapter-study" to a later number.

6. Study the following list of the more important topics suggested by the chapters under consideration. If there are other topics suggested which to your mind seem equally important, insert them in this list in their proper place. If any of those here suggested seem to be of only secondary importance, or if they are of no particular interest to you, omit them. The list is as follows :

- 1) Abram's blessing, Gen. XII. 1-3.
- 2) Abram's first act of deception, XII. 10-20.
- 3) Lot's choice, XIII. 8-18.
- 4) Invasion of Chedorlaomer, XIV. 1-12.
- 5) Melchizedek, XIV. 18-20.
- 6) Abram's vision and God's covenant with him, XV. 9-21.
- 7) The rite of circumcision, XVII. 9-14.
- 8) Abraham's intercession for Sodom, XVIII. 23-33.
- 9) Destruction of Sodom and the Cities of the Plain, XIX. 1-28.
- 10) Abraham's second act of deception, XX. 1-18.
- 11) The sacrifice of Isaac, XXII. 1-19.
- 12) The purchase of the Cave of Machpelah, XXIII.
- 13) The marriage of Isaac, XXIV.
- 14) Birth of Jacob and Esau and the sale of the birthright, XXV. 19-34.
- 15) The blessing of Jacob by Isaac, XXVII. 1-40.
- 16) Jacob at Bethel, XXVIII. 11-22.
- 17) Birth of Jacob's sons, XXIX. 31-XXX. 24.
- 18) Jacob's dealings with Laban, XXX. 25-XXXI. 55.
- 19) Jacob's wrestling with the angel, XXXII. 22-32.
- 20) The story of Dinah, XXXIV. 1-30.
- 21) The descendants of Esau, XXXVI.
- 22) Joseph's dreams and the treatment received from his brothers, XXXVII.
- 23) Judah's sons, XXXVIII.
- 24) Joseph's promotion and subsequent imprisonment, XXXIX.
- 25) Joseph an interpreter of dreams, XL.-XLI. 36.
- 26) First journey of Joseph's brothers to Egypt, XLII.
- 27) The second journey; Joseph's disclosure of himself, XLIII., XLIV., XLV.
- 28) Jacob's descent and settlement in Egypt, XLVI.-XLVII. 12.
- 29) Jacob's blessing of Joseph and his two sons, XLVIII.
- 30) Jacob's death and burial; Joseph's death, L.

7. In the case of the topics cited above, and others which may have been inserted among them, proceed as follows :

- 1) Read carefully the biblical passage covering the topic.
- 2) Study also the passages immediately preceding and following it.
- 3) From memory, and by means of concordance and commentary, collect all other biblical passages which will throw light on the passage (or any part of it) under consideration.
- 4) Make out a series of questions which will call up
 - a) All the important geographical, archaeological and historical points of which a knowledge is needed in order to understand the passage;
 - b) All the more important words and phrases in the passage;
 - c) All the difficulties of any kind presented by the passage;
 - d) The leading points suggested by parallel passages;

- e) Material of any kind found in commentaries, histories, or books of Bible illustration which have been examined in the course of the study.
- f) The essential features of the passage viewed as a whole.
- 8. Consider each topic in the order of the outline suggested by the questions thus prepared, and master the details thus called for.
- 9. Take up by itself the forty-ninth chapter and make of it a special study according to the outline given in the November STUDENT.
- 10. Study the "critical analysis" of Gen. XII.-L.:
 - 1) Distinguishing in some way the various documents or writings which are claimed to exist;
 - 2) Noting the peculiarities by which each of these writings is said to be characterized; and
 - 3) Determining for yourself, whether or not there is ground for the claims made.

HEBREW PROPHETS AND PROPHECY.

BY PROFESSOR R. V. FOSTER, D. D.,

Theological School, Cumberland University, Lebanon, Tenn.

III.

Concerning the peculiarities, or characteristics, of prophecy,—some of them have been alluded to in the preceding pages,—the following may be briefly mentioned:

1. Its intensely moral character. It is not merely "predicted history." It is not merely "tidings about the future." "It had a present meaning and a present lesson to those who heard it," and to those who should come after them. The prophet could not have been a prophet had he not also been a preacher, a preacher for his own times, a preacher for all generations. The saying of the apostle, "that all Scripture. . . . is profitable for teaching, for reproof, for correction, for instruction which is in righteousness," applies no less to prophecy than to other inspired Scripture. Its aim is to enlist every thing on the side of practical holiness. Its prediction, its retrospection, its warnings, its rebukes, its promises, all look largely to this end. It nowhere stops with mere knowledge.

2. Its evangelical character. It went beyond the sphere of ethics. It is pervaded with truth adapted to our nature as fallen and guilty. It looks beyond the sacerdotal to the spiritual; beyond morals to religion. The prophetic books are not equally evangelical; but the Messianic idea, in the broader or narrower sense, is found in them all. It is this that gives them coherency; in this is found their "higher unity."

3. Its time-element. The future in prophecy often appears as immediately present,—predicted events or conditions being spoken of as now transpiring, or as already past. Balaam, who for the time being was a prophet of Jehovah, furnishes an illustration (Num. XXIV. 15-19); what he saw, his natural eye being closed, he saw as at that moment taking place. He saw a Star rising out of Jacob; he saw a scepter rising out of Israel, and smiting through the corners of Moab, and breaking down all the sons of tumult. Numerous instances occur.